DOCUMENT RESUME

ED 046 186 EC 031 275

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TITLE Educational Specifications for a Facility for Trainable Mentally Retarded.
PUB DATE Jun 70
NOTE 49p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Architectural Programing, *Educational Facilities, Equipment Utilization, *Exceptional Child Services, Mentally Handicapped, Program Design, *Trainable Mentally Handicapped
IDENTIFIERS Florida

ABSTRACT

Educational specifications for a facility for trainable mentally handicapped children are outlined. The educational programs of the school, overall facilities list, and area specifications are cited. Such areas as school lunch services, toilets, and custodial and mechanical equipment are discussed. (CD)

ED046186

EDUCATIONAL SPECIFICATIONS

FOR

A FACILITY FOR TRAINABLE MENTALLY RETARDED

Mr. Robert M. Dunwoody

Superintendent of Schools

MARION COUNTY

Ocala, Florida

June, 1970

EC031275

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

The special education program described herein was funded for the Exceptional Child Education Program of Marion County under Section 3, Chapter 68-23 laws of Florida, and is designed to serve those children who are described as trainable mentally retarded.

The facility will serve all areas of Marion County. The children will be bussed to the center, which will accommodate approximately sixty pupils whose age range shall be seven to sixteen years.

STEERING COMMITTEE

Mrs. Laverne Graves	Coordinator, Exceptional Child Education
Mr. Bob Sheldon	Principal, New Hope School
Mrs. Nelle Needham	Executive Secretary, Marion County Association for Retarded Children
Mrs. Norma Poteat	Instructor, New Hope School
Mrs. Lorey Phillips	Speech Therapist
Mrs. Judy Chambers	President, Marion County Association for Retarded Children
Mrs. Nicky Albritton	Executive Board, Marion County Association for Retarded Children
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Mr. John Christoff	AIA Architect
Mr. Will Harrison	Educational Seating Company
Mrs. Sandy Paganini	Instructor of Education, University of Florida
Dr. Jim Whorton	Assistant Professor of Education, University of Florida

ACKNOWLEDGEMENT

The cooperation between the Marion County Association for Retarded Children and the Marion County District School Board has proved to be invaluable to the growth of Marion County's Exceptional Child Program.

Appreciation is expressed to the members of the Marion County Association for Retarded Children and the members of the Marion County District School Board for their continued efforts in aiding in the development of a program for trainable retarded children.

To Dr. Landis Stetler, State Director of Exceptional Child Education, and to his staff, we express our thanks and appreciation for their direction and assistance in providing improved programs for exceptional children.

Mr. Robert M. Dunwoody, Superintendent of Schools, and members of the steering committee of these educational specifications, wish to offer their sincere thanks to all who have contributed their time, efforts, and knowledge to the preparation of these educational specifications.

SECTION I

EDUCATIONAL PROGRAMS OF SCHOOL

PHILOSOPHY

The guiding philosophy is that we accept all children, respect their likenessess and differences and that we provide for their optimum growth and development.

Believing that all life has value, worth and dignity, we pledge ourselves to a goal of providing a quality program for trainable children, taking into consideration their needs as individuals and as they relate to the home and community.

Realizing these children will probably never function independently within the community at large should not inhibit the goal of helping them learn to function as independently as they are individually capable of doing.

CHARACTERISTICS OF TRAINABLE MENTALLY RETARDED

In practice, special educators have found that realistically children who function in the trainable population have I.Q. scores which range from the mid-twenties through the mid-sixties.

Frequently the retardation is only one of the child's multiple handicaps, for, as a rule, this is a population wherein some manifestation of organicity may be anticipated.

The trainable mentally retarded is one who demonstrates marked disabilities in all areas of adaptive behavior.

The ability to communicate verbally is usually influenced by generally limited language development, physiological disabilities that may impede language as well as a marked immaturity concerning the overall communication process.

Motor proficiency is generally depressed in both gross as well as refined areas.

Educational achievement regarding academic skills is minimal.

GOALS AND OBJECTIVES

The school program has as its ultimate goal the development of an individual who is as physically sound and as emotionally stable as is possible for him within his limitations; who is capable of participation and satisfaction in social living; who can find a place in life where he can make an acceptable contribution; who is able to live a good life in his family and community. To reach this goal it becomes necessary that the objectives of the program be:

1. To help the parent accept his child's limitations and build on his abilities
2. To help the child make a successful adjustment between home and school life
3. To develop personal happiness within the child's capabilities
4. To develop the child's confidence and self-expression
5. To develop in the child courtesy and good manners
6. To help the child work and play as a member of the group
7. To teach the child to speak as clearly and correctly as possible, and to enlarge his vocabulary as much as possible
8. To train the child in the recognition of words and numbers that will be useful to him in his everyday life
9. To teach the child good health habits
10. To train the child in neatness and cleanliness of person and place
11. To develop the child's muscular coordination
12. To provide the child with socially acceptable leisure time activity
13. To train the child to be helpful at home and useful in a sheltered environment.

HISTORY OF SERVICES FOR THE TRAINABLE RETARDED IN MARION COUNTY

The Marion County Association for Retarded Children was organized early in 1959 by a group of interested parents and friends of retarded children.

The City of Ocala in 1959 graciously made available to the association the old link trainer building to house a program for trainable retarded children. This building, which had been a part of the Greenville Aviation School, now known as the Industrial Park, became New Hope School. There was an enrollment of four students with one dedicated instructor, Mrs. Mary Hirschi, who is still with the program.

The program through the years has been funded by tuition, contributions from the community, Marion County United Appeal, and governmental agencies.

The school relocated to a small building on five acres of land leased in 1962 without cost to the Marion County Association for Retarded Children by the Marion County Commissioners. A second teacher was employed and the enrollment increased to sixteen students.

Necessity caused the Marion County Association for Retarded Children to realize that not only the school was needed but also a sheltered workshop. The County Commissioners were approached for additional land and again the need was met when the Commissioners leased, for ninety-nine years, without cost to the association, sixteen and one half acres of land, including the original five acres.

HISTORY - continued

The Opportunity Workshop was built by the community with all materials, equipment and labor donated. The building was dedicated in December of 1965.

In April of 1967, the Marion County Association for Retarded Children was given a $40,000 building by Food Fair, Incorporated. The community again responded and within the year the $10,000 moving indebtedness against this building was paid in full.

Another dedication service was held by the Marion County Association for Retarded Children in December, 1969, when the Mobile Home Manufacturers and Suppliers gave a sixty-five foot two classroom mobile unit.

Presently, the Marion County District School Board provides New Hope School with a teaching principal, three instructors, materials and supplies. This cooperation between the Marion County Association for Retarded Children and the Marion County District School Board has provided services for the school program which has never been possible before. This has also enabled a pre-school program to be established. Through these cooperative efforts, a total program for the trainable retarded of all ages is materializing for Marion County.

SECTION II

OVERALL FACILITIES LIST

SQUARE FOOTAGE ESTIMATES

ADMINISTRATIVE AND SPECIAL SERVICES AREA			
Secretary and Reception Room		180	
Principals Office		120	
Teacher Planning - Work Room (Maximum of 8 teachers)		360	
Psychological Services - Conference Room		100	
Speech Therapy		150	
Clinic		100	
Toilets		75	
		1085	
TOTAL ADMINISTRATIVE AND SPECIAL SERVICES AREA			1085
INSTRUCTIONAL AREAS			
Developmental Learning Area (Maximum of sixteen students - two teachers)	(16)	1500	
Functional Learning Area (Maximum of thirty-two students - three teachers)	(32)	3000	
Physical and Recreational Learning Area (Maximum of twenty-four students - three teachers)	(24)	2250	
	(72)	6750	
TOTAL INSTRUCTIONAL AREA			6750
TOILETS		75	
CUSTODIAL AND MECHANICAL EQUIPMENT ROOM		200	
STORAGE AREA		54	
		329	329
TOTAL SQUARE FOOTAGE TO ACCOMMODATE A MAXIMUM OF SEVENTY-TWO (72) STUDENTS			8164

SITE PLAN

ACREAGE

The site chosen for this building is approximately five acres and is adjacent to the Marion County Association for Retarded Children's Program which provides pre-school and vocational training.

ACTIVITIES REQUIRING OUTDOOR SPACE

1. Playgrounds

   A fenced playground area of approximately fourteen thousand (14,000) square feet should be provided. There should be space for both structured physical education activities as well as for free play.

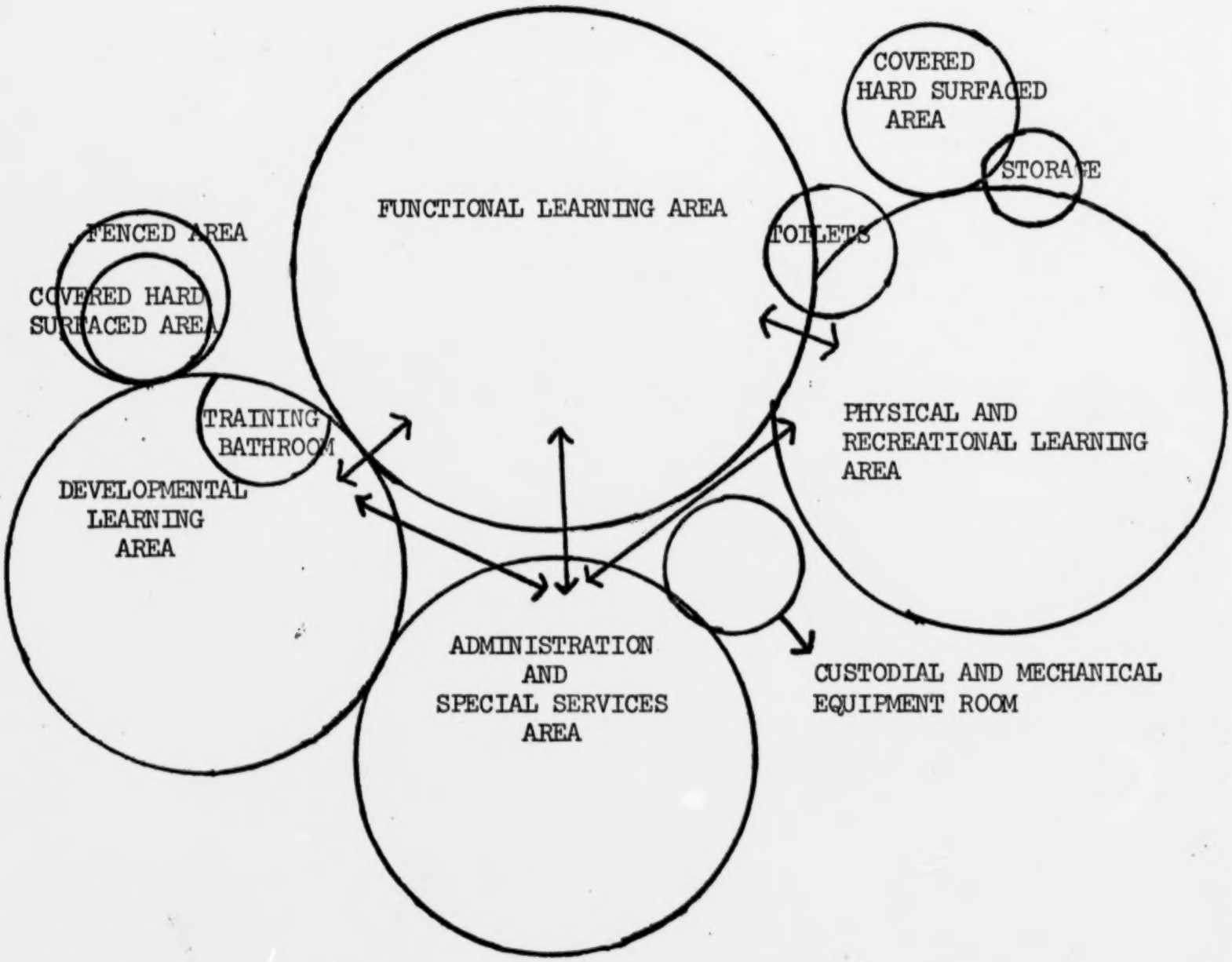
2. Traffic

   The traffic areas should be so designed as to maximize safety, create a one way traffic pattern, and minimize backing of vehicles. There should be separate automobile and bus loading areas. Covered walkways from student entrances to loading areas should be provided to protect students in inclement weather.

3. Parking

   A minimum of fifteen (15) parking spaces for staff, parents, and visitors should be provided near the Special Services area and main entrance to the school.

SPACE RELATIONSHIP DIAGRAM



OVERALL BUILDING CONSIDERATIONS

The facility should incorporate the latest design features, with comparable materials and construction methods to be both aesthetically pleasing and functional in its capacity of being used as a center for trainable mentally retarded children. Construction should be sufficiently flexible to permit alterations or future expansion, e.g., mechanical service facilities and spare conduit. All materials should be chosen for durability and a minimum of maintenance. Electrical service should be underground.

Bathroom facilities should be provided and plumbing fixtures should be wall mounted wherever possible. All plumbing fixtures shall have hot and cold water services. Hose bibs should be installed for ease in janitorial care, and floors should be covered with an impervious material. Refrigerated drinking fountains should be provided within the building and at the outside physical education area.

During stress periods all children need an adjustment area where they can isolate themselves from the group and still be observed by the teacher. There should be at least four of these provided throughout the building. These areas should be designed within the learning areas in a booth-like fashion so that the child can be secluded from the group but still take part and still be observed by the teacher. Each should have a formica top built-in desk-type top and should encompass approximately sixteen (16) square feet to accommodate a chair and child. Two should be located within the

developmental learning area, one in the general instructional space within the functional learning area and one within the physical and recreational learning area.

There should be observation windows provided for viewing and supervision of all activities in the instructional areas.

A variety of colors and finishes should be considered with different colors to identify and differentiate areas.

Interior planning should permit for versatility in the use of space.

Ceiling and floor should be treated acoustically. The total facility should be equipped with adequate facilities for heating and cooling and each area should be individually climatically controlled.

Natural light may be kept at a minimum, however, glass within the building should be tempered. Artificial light should be adequate, with control of glare, selected with emphasis on safety and resistance to breakage, and rheostat switches should be considered.

All electrical outlets and thermostats should be provided with safety covers. Exposed piping, valves, etc., should be avoided.

OVERALL BUILDING CONSIDERATIONS - continued

An intercommunication system (interschool telephone or intercom) should be provided, with the control system located in the Special Services Area, near the secretary's desk, and with each station having the ability to initiate a call to the main control. The control panel should provide for future expansion.

Facilities for a clock system and an automatic bell and alarm system should be provided.

Conduit should be installed in all areas for anticipated utilization of closed circuit television and cablevision. Outlets should be placed so that television sets are mobile.

All doors should be a minimum of three feet in width to allow for wheel chairs and should be equipped with kick plates. Thresholds to outside and inside doors should be eliminated and ramps should be used in place of, or in addition to stairs wherever needed. Handrails should be provided throughout the building but especially at all stairs, ramps, drinking fountains, toilets, and chalkboards.

Careful consideration should be given to materials that will not create fire hazards, but will still create a warm friendly atmosphere. Fire extinguishers should be placed for easy access.

SECTION III

AREA SPECIFICATIONS

ADMINISTRATION AND SPECIAL SERVICES AREA

Planning for the special services area is based on the philosophy that special services are an integral part of instruction and that instructional programming is a team effort. This area should be located near the instructional areas and the main entrance to the school.

The purpose of the special services area is to aid in the implementation of program objectives and will contain the following areas: a secretary space designed in connection with the reception room, principal's office, teacher planning and work room, speech therapy room, a psychological services conference room, clinic and rest rooms.

Secretary-Reception Room

This area should be designed to house a secretary station to act as a divider between the reception area and other special service areas. The reception area should accommodate six people and the total area should be approximately one hundred and eighty (180) square feet.

SPECIAL CONSIDERATIONS

1. A central telephone with lines to principals office and teacher planning work room.
2. Space for the intercommunication system switchboard and the clock and automatic bell system.
3. Duplex outlets on all walls, spaced to eliminate the need for extension cords.
4. Electrical floor outlet near secretarys desk.

ADMINISTRATION AND SPECIAL SERVICES AREA - continued

Secretary-Reception Room - continued

FURNITURE AND EQUIPMENT

Secretarial desk and chair

Two - four drawer cabinets with lock

One - two drawer file cabinet

Typewriter - Waste Basket

Couch and four chairs for waiting persons

Principal's Office

This should be located for easy access to the multi-conference room and teacher planning work room, with sliding walls to facilitate the use of all these areas as one large room. The area should be approximately one hundred and twenty (120) square feet.

SPECIAL CONSIDERATIONS

1. Electrical floor outlet near desk and duplex outlets on walls.
2. Telephone with intercommunication lines to secretary and teacher planning work room.

FURNITURE AND EQUIPMENT

Executive desk and chair

Built in wall bookshelves

Three visitors chairs

Two drawer file cabinet with lock

Waste Basket

Teacher Planning - Work Room

This room is designed to provide space for a maxium of eight teachers to plan instructional activities and prepare instructional materials. This is based on the philosophy that there shall be no teachers' desk placed within learning stations. The teacher planning work room should be approximately three hundred and sixty (360) square feet.

SPECIAL CONSIDERATIONS

1. Located to provide access to learning stations.
2. Thirty-two (32) lineal feet of formica counter top space provided for individual teacher stations designed to provide for approximately four feet of space per station with one and one half feet of drawer and cabinet space between each station.
3. Movable wall mounted book shelves above teacher stations.
4. Eight lineal feet of formica top cabinets for machines and materials used in preparation of instructional materials and a sink installed at one end of this counter top.
5. A minimum of three duplex electrical outlets to accommodate machines with overhead storage space for filmstrips, tapes, etc. We recommend a strip outlet.
6. An electric outlet above each teacher station.

FURNITURE AND EQUIPMENT

Ten Chairs	Towel Dispenser
One Typewriter	Soap Dispenser
18" paper cutter	Ten waste Baskets

Three Tables to accommodate four persons each

Wall Mounted Screen (50 x 50)

Duplicating Machine

Speech Therapy

The long range goals of the program are the development of the most adequate communication skills a child may achieve within the bounds of his particular physical, mental, and emotional abilities and the development of appropriate response, in so far as he is able, to the communication of others so that he may be a better adjusted member of his group and society.

Activities will involve speech, language, and hearing testing; remediation of articulation, voice, rhythm, pitch, and hearing; language development; and the development of auditory discrimination and listening skills. The space should be approximately one hundred and fifty (150) square feet.

SPECIAL CONSIDERATIONS

1. An observation window provided to teacher work room.
2. Duplex electrical outlets on each wall to avoid a need for extension cords.
3. Special acoustical treatment for sound proofing.

FURNITURE AND EQUIPMENT

Auditory Training Unit	Audiometer	Moveable Peg-Flannel Board
One teacher's desk	Tape Recorder	Language Master
Two adult chairs	Record Player	Graflex Studymate
Two student chairs	Mirror (3'x5')	Bulletin Board (3'x5')

ADMINISTRATION AND SPECIAL SERVICES AREA - continued

Speech Therapy - FURNITURE AND EQUIPMENT - continued

Peabody Language Development Kit

One adjustable one-half ($\frac{1}{2}$) circular table (to seat two)

Chalkboard - five lineal feet, green, adjustable in height

One portable cabinet with roll-out shelves to house equipment

One portable storage cabinet with open shelves and drawer space combined for storage and display of games, books, and toys.

Psychological Services - Conference Room

The room is provided for individual psychological and educational assessment of children; and parent-teacher-administrator conferences. The room should be approximately one hundred (100) square feet.

SPECIAL CONSIDERATIONS

1. Duplex electrical outlets on each wall.
2. An observation window provided to teacher work room.
3. Special acoustical treatment for sound proofing.

FURNITURE AND EQUIPMENT

Conference Table (to seat six)

Six Chairs

Waste Basket

Clinic

This area is provided for temporary care of sick and/or injured children until they can be picked up by parents. The room should be approximately one hundred (100) square feet.

Clinic - continued

SPECIAL CONSIDERATIONS

1. Located for easy access to the toilets and reception area.
2. Indirect lighting; duplex electrical outlets on all walls.
3. Storage cabinets for linens, clothes and supplies.

FURNITURE AND SUPPLIES

two cots

two chairs

two waste baskets

first aid supplies

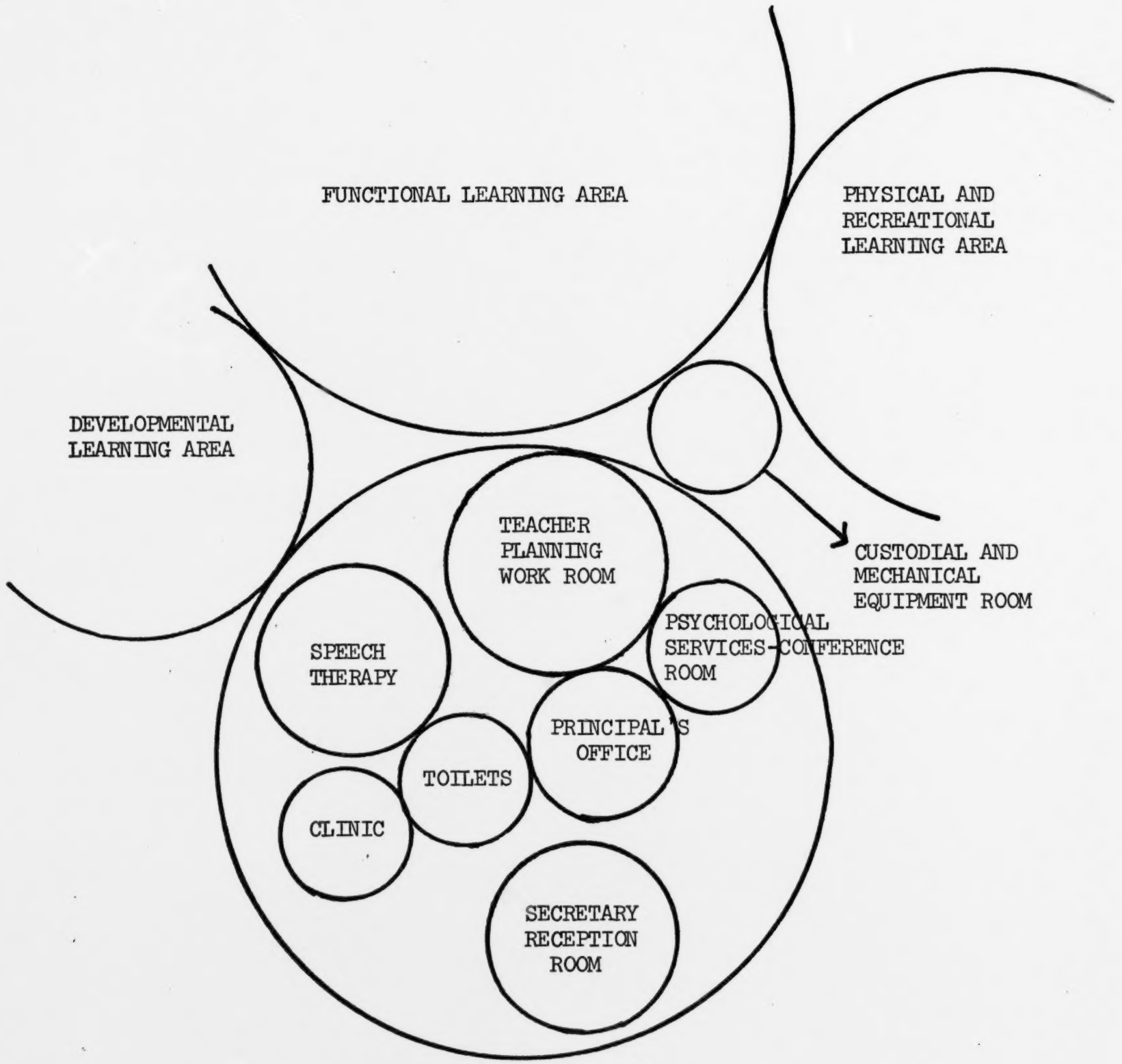
platform health scales with height rod

Toilets

The toilets in this area are to accommodate children in the clinic, staff, principal, and visitors and shall require approximately seventy-five (75) square feet. Each toilet shall be equipped with one water closet, one lavatory, installed in formica top cabinet with mirror provided above and towel and soap dispensers. The men's toilet should have a urinal in addition to the water closet.

BUBBLE DIAGRAM

ADMINISTRATION AND SPECIAL SERVICES AREA



INSTRUCTIONAL PROGRAM

The overall program for the trainable mentally retarded should be developmental and goal oriented in nature. For this reason, the instructional program as well as the environmental routines and physical setting should be devised to enhance ones ability to adapt appropriately to the specific objectives as well as the general goals of a particular level of programing. Learning situations must be provided to prepare the child to his utmost capacity for living in a group, family situation, and for working with others in an economic situation, cooperatively and with interest, understanding, minimal instruction, and appropriate behavior by developing a responsible attitude toward himself and others, while alone or with his group, at leisure time or while participating in work activities.

The ability to become familiar with one's environment through true interaction and experience is imperative, therefore, programs must be designed to provide social relationships which are very much dependent on one's acceptance as a true peer by others. Within such a program, a trainable individual will learn to socially relate in an appropriate manner; a prerequisite to his appropriate social behavior in other settings.

INSTRUCTIONAL PROGRAM - continued

The instructional program will be divided into three basic learning areas: Developmental, Functional and Physical, and Recreational. These areas will provide for a variety of instructional purposes and activities planned in a sequential manner.

Learning stations within these areas should be large enough for planned activity without crowding, but large empty areas which would encourage running, wandering and social misbehavior should be avoided. This could be accomplished in some instances by portable site barriers.

GENERAL CONSIDERATIONS

1. The learning areas shall be of open design with movable partitions dividing the three major areas to allow the use of various combinations of one to three areas when this is needed or desired. This will allow for various adaptations of team teaching and for interaction of all children. The folding walls should be of the same design and uniform throughout the learning areas.
2. Consideration should be given to the surface of the folding walls to allow for use as chalkboards, tackboards, and for audio-visual projection.

INSTRUCTIONAL PROGRAM - GENERAL CONSIDERATIONS - continued

3. An audio-visual center should be provided as a part of the functional learning area. There should also be access from the developmental learning area to this center.

Developmental Learning Area

The developmental learning area will allow for individual and or group instruction and will encompass stations suitable for activities related to the following:

Multi-sensory development

Manual dexterity

Language and communication skills

Self-care and grooming skills

Cooperative behavior

SPECIAL CONSIDERATIONS

1. Overall area should be approximately fifteen hundred (1500) square feet to accommodate a maximum of sixteen (16) students.
2. Two entrances should be provided, one of which leads to the outside play area.
3. A grid of every 10 to 12 feet, both floor and wall, should be provided for electrical outlets.
4. Learning stations should be so placed to allow for maximum flexibility of grouping and the different stations will be accomplished through the use of portable storage cabinets to be used as site barriers.

Developmental Learning Area - SPECIAL CONSIDERATIONS - continued

5. The learning station incorporating self-care and grooming should be adjacent to the training bathroom. This station should have a built-in cabinet for storing and hanging clothes, a full length mirror, a grooming area consisting of a minimum of two lavatories with soap and towel dispensers. Medicine cabinets with mirrors should be installed above the lavatories. Toothbrush holders should be on the wall above the lavatories. These should be built into a base cabinet which will provide storage for towels, wash cloths, and grooming articles. A grooming table with seating space for a minimum of three students should also be built in with this cabinet space. There should be a large mirror above the grooming table and drawers should be provided for storage of grooming articles.
6. A water fountain should be provided within the developmental learning area.
7. The training bathrooms should be a part of this area and should encompass approximately one hundred and fifty (150) square feet each. Each shall have a shower, tub, and lavatory. There should be a built-in cabinet space for storage of towels and cleaning supplies. The boy's shall have one water

7. (continued) closet and one urinal. The girl's shall have two water closets.

FURNITURE AND EQUIPMENT

four (4) semi circular tables to seat four (4) each

sixteen (16) student portable stack chairs

two (2) adult stack chairs

one (1) sand table (72"L x 30"W x 24"H x 5"D)

child size furniture consisting of the following:

table and four chairs - refrigerator - stove

sink - dish cabinet - couch and chair

two (2) easels

* one (1) portable tote tray storage cabinet with tote trays

* one (1) portable cabinet for the manipulative educational media

* two (2) portable site barrier storage cabinets of counter height with recessed bookcases above counter

one (1) portable audio-visual cabinet with viewing screen

one (1) record player - one (1) tape recorder

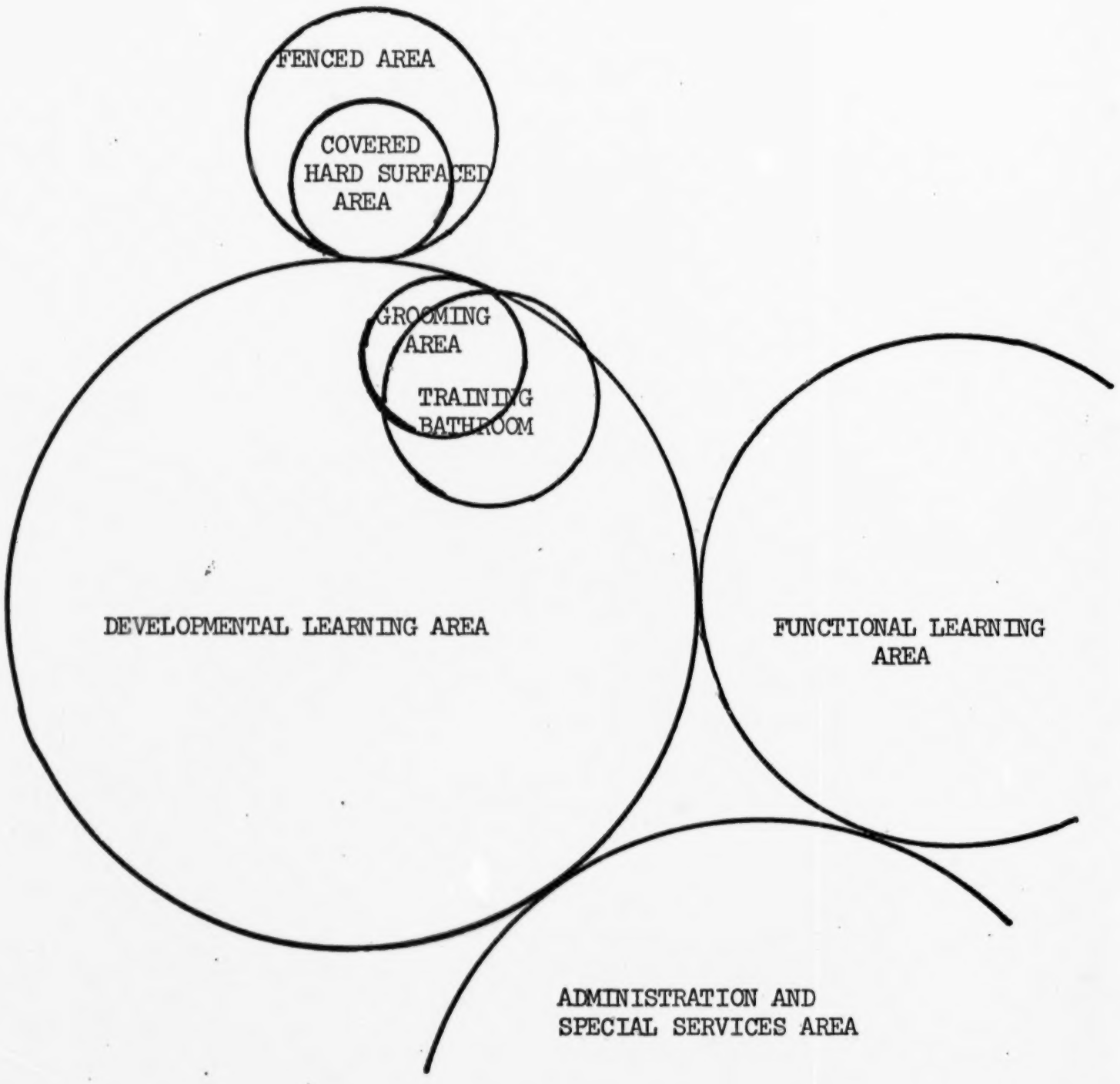
four (4) film-strip viewers - one (1) 16 mm projector

one (1) film strip projector - one (1) DuKane projector

* All cabinets should have doors and backings to be used as chalk and cork boards.

BUBBLE DIAGRAM

DEVELOPMENTAL LEARNING AREA



FUNCTIONAL LEARNING AREA

The Functional Learning area will continue the program carried on in the Developmental Learning area in a sequential manner. In addition, the instructional program in this area will provide experiences which will help students to become functional members of the family setting and social settings. Opportunities will also be provided to develop the students vocational economic potential abilities.

Activities will be designed around the following:

Personal Hygiene

Functional Communication Skills

Family Living

Community Living

Social Participation

Overall area should be approximately three thousand (3000) square feet to accommodate a maximum of thirty-two (32) students. Within this three thousand square feet there should be:

A. Home Center

It is the purpose of this section to offer activities that will motivate the child to become more useful in his home environment, leading to a greater degree of independence and self-confidence in his home and community.

FUNCTIONAL LEARNING AREA

A. Home Center - continued

Any activities which would take place in a home would be carried on in this area. These activities will include such things as: care of the home, preparation and serving of food, participation in social groups, and personal appearance techniques.

The home center shall consist of a kitchen, living room and bedroom. These three areas may be divided by portable site barriers.

KITCHEN

The kitchen is to be used for instructional purposes as well as aiding in the serving of contracted school lunches.

SPECIAL CONSIDERATIONS

1. It should be designed with a receiving area for the delivery of the contracted lunches, and have a folding partition opening to the eating area.

2. An electrical exhaust system should be installed to remove odors and smoke from food.

3. There should be a double stainless steel sink and dishwasher installed in base cabinets.

4. Cabinet space should be provided for storage of dishes, silverware, and cooking utensils.

5. Counter top work space should be provided for groups of two to four persons for food preparation and clean-up.

6. The area should also be designed with a laundry area in conjunction with the kitchen.

FUNCTIONAL LEARNING AREA

A. Home Center - KITCHEN - continued

SPECIAL CONSIDERATIONS

7. Duplex (8) electrical outlets should be provided for electrical appliances with a minimum of two duplex outlets provided for the counter top work space.

8. A minimum of three lineal feet each of chalk board and bulletin board space should be provided.

FURNITURE AND EQUIPMENT

Stove

Refrigerator

Dishwasher

Electric Can Opener

Electric Toaster

Electric Mixer

Electric Blender

Electric Percolator

Clothes Washer

Clothes Dryer

BEDROOM

The bedroom will be used for the development of personal hygiene as well as the pre-vocational skills involved in house-keeping.

BEDROOM - continued

SPECIAL CONSIDERATIONS

1. This area should be located adjacent to the toilets which will allow their use in connection with the grooming area.

2. The grooming area should incorporate a dressing room with a minimum of two lavatories. These should be built into a base cabinet which will provide storage for towels, wash cloths and grooming articles. A grooming table with seating space for a minimum of four students should also be built in with this cabinet space. Mirrors should also be provided over lavatories and grooming table. Facilities should be provided for hanging and storing clothing. A full length mirror should be installed.

3. Duplex electrical outlets should be installed on walls by mirrors.

FURNITURE AND EQUIPMENT

One Double Bed

One Night Stand

One Chest of Drawers

One Lamp

Four Chairs (for grooming table)

One Alarm Clock

Two Portable Hair Dryers

Four Electric Shavers

LIVING ROOM

The living room will be used for student planned social functions as well as pre-vocational skills involved in house-keeping.

LIVING ROOM - continued

SPECIAL CONSIDERATIONS

1. A minimum of two duplex electrical outlets should be provided for this area.

2. Accommodation should be made for installing draperies.

FURNITURE AND EQUIPMENT

Two Sofas (to seat three each)

Two Chairs

One Coffee Table

One Corner Table

Three Side Tables

One Set of Nest Tables

Two Lamps

One Radio

One Television

B. Audio Visual Center

The activities in this area will primarily be used for the development of functional communication. Supplementary activities will also be planned requiring utilization of this area in reinforcing the entire instructional program.

SPECIAL CONSIDERATIONS

1. This area should be acoustically treated in such a manner as to confine auditory stimuli.

2. The design should be flexible enough to permit being used by small groups or by use of folding walls, permit the use by large groups in the functional learning area.

B. Audio Visual Center - continued

SPECIAL CONSIDERATIONS - continued

3. The walls should be of a material which could be used as projection screens.

4. Cabinet space should be built into this area to house audio visual equipment.

5. A minimum of eight duplex electrical outlets.

FURNITURE AND EQUIPMENT

Eight Individual Free Standing Learning Stations

Record Player

16 MM Projector

Filmstrip Projector

Carousel Type Slide Projector

Four Filmstrip Pre-Viewers

Two Tape Recorders

Eight Headphones

C. General Instructional Space

The remaining space in the Functional Learning Area will be utilized for general instruction in functional academics. Portable site barriers will be used to form flexible group situations.

FURNITURE AND EQUIPMENT

Eighteen Chairs

Four Semi-Circular Tables (to seat four each)

* One Portable Tote Tray Cabinet with Tote Trays

C. General Instructional Space - continued

FURNITURE AND EQUIPMENT - continued

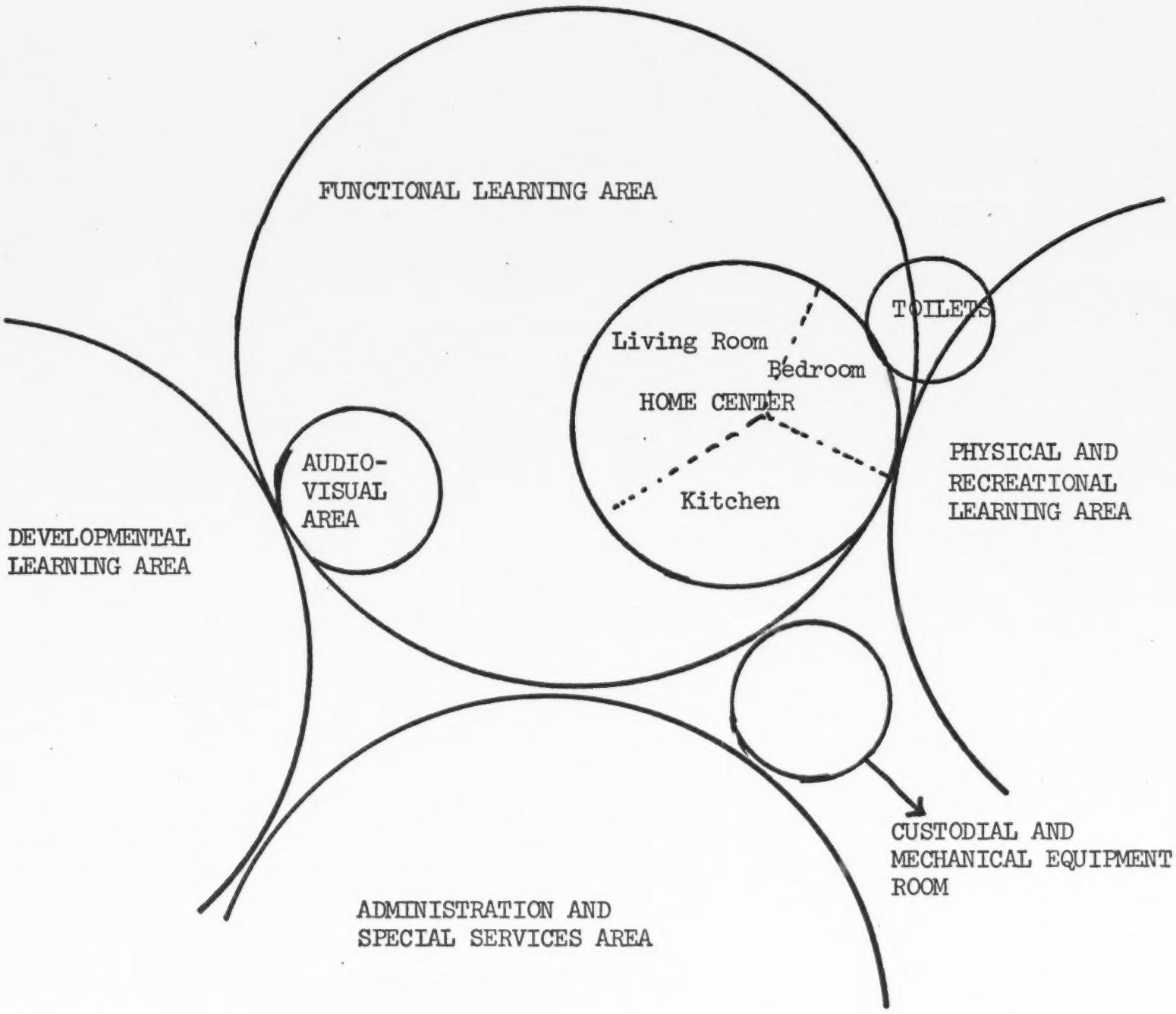
* Two Portable Storage Cabinets of Counter Height with Recessed Bookcases above Counter

* One Portable Cabinet for Storage of Manipulative Educational Media

* All cabinets should have doors and backings to be used as chalk and cork boards.

BUBBLE DIAGRAM

FUNCTIONAL LEARNING AREA



PHYSICAL AND RECREATIONAL LEARNING AREA

This area will incorporate those activities which would require a great deal of freedom of movement and physical activity. Groups of approximately eight (8) students will be assigned to instructional areas at one time, however, at times, the entire student body may be brought in for various planned activities. Space in this area will also be used during the lunch hour to serve contracted lunches. In addition, this area will provide space for large group parent and professional meetings when school is not in session.

The overall size of this area should be two thousand two hundred and fifty square feet and will provide for the following instructional activities: Physical Skills, Music, Arts and Crafts. Because of the trainable mentally retarded's limited capacity for work, he has a great need for leisure time activities. In conjunction with those activities listed, emphasis will be placed on the skills needed to fulfill this need which will be of later use to the individual. Such skills should include activities which will lead to life-time hobbies such as: ceramics, wood-working, sewing, and collections.

Physical Skills

The trainable mentally retarded have frequently proved to be deficient in motor coordination involving both large and small muscles. Therefore, special attention should be given to the development of motor coordination functions within the instructional program. A few minutes a day of directed exercise gives the child physical training as well as training in following

Physical Skills - continued

directions and working in cooperation with the group. Use of such terms as left, right, forward, backward, bend, sit and up - down will give him an opportunity to make functional use of his vocabulary.

Music

The trainable retarded can enjoy musical experiences of listening, singing and moving to music. Music has therapeutic value in that it provides expression even for those who are verbally handicapped. It furnishes incentive for the individual to improve in body coordination through such activities as walking, skipping, running, hopping, galloping, trotting, and dancing in time to music. It also has social and recreational value.

Arts and Crafts

Arts and crafts activities or work with materials of a concrete nature, can provide profitable means whereby students can express themselves, participate in group activities, receive approval and satisfaction for a task accomplished, and thereby provide many meaningful experiences to assist them toward better social adjustment and vocational competency.

SPECIAL CONSIDERATIONS

1. The kitchen area should open to this area to allow for serving and clean-up during the lunch hour.

2. The floor covering in this area should be of an impervious material and a texture which will allow for such activities as described in this learning area.

3. A movable 12' x 15' stage, eight inches in height, should be provided for this area. The stage should be carpeted and provision for drapes for the stage area should be made.

4. Two sinks with soap and towel dispensers should be installed for use by students involved in art activities.

5. Storage for art supplies should be built in within the sink areas.

6. A minimum of fifteen lineal feet of chalk board and tack board should be provided in this area.

7. A storage area should be supplied for storage of physical skills equipment with consideration given to an inside and outside entrance. The outside entrance should be lockable. The area should contain approximately fifty-four (54) square feet. Three shelves, 6' x 1½' x 2', should be built into this area.

8. Duplex electrical outlets should be provided every ten to twelve feet of wall space in this entire area. Consideration should be given to movable special lighting for use with the stage area.

FURNITURE AND EQUIPMENT

Six (6) Twelve-man Folding Roll-away Tables

Seventy-two (72) Stack Chairs

One Piano

Two Autoharps

Rhythm Band Instruments

PHYSICAL AND RECREATIONAL LEARNING AREA - continued

FURNITURE AND EQUIPMENT - continued

One Record Player

One Tape Recorder

Eight Headphones

One Portable Cart with Double Rack to
Hold Tape Recorder and Record Player

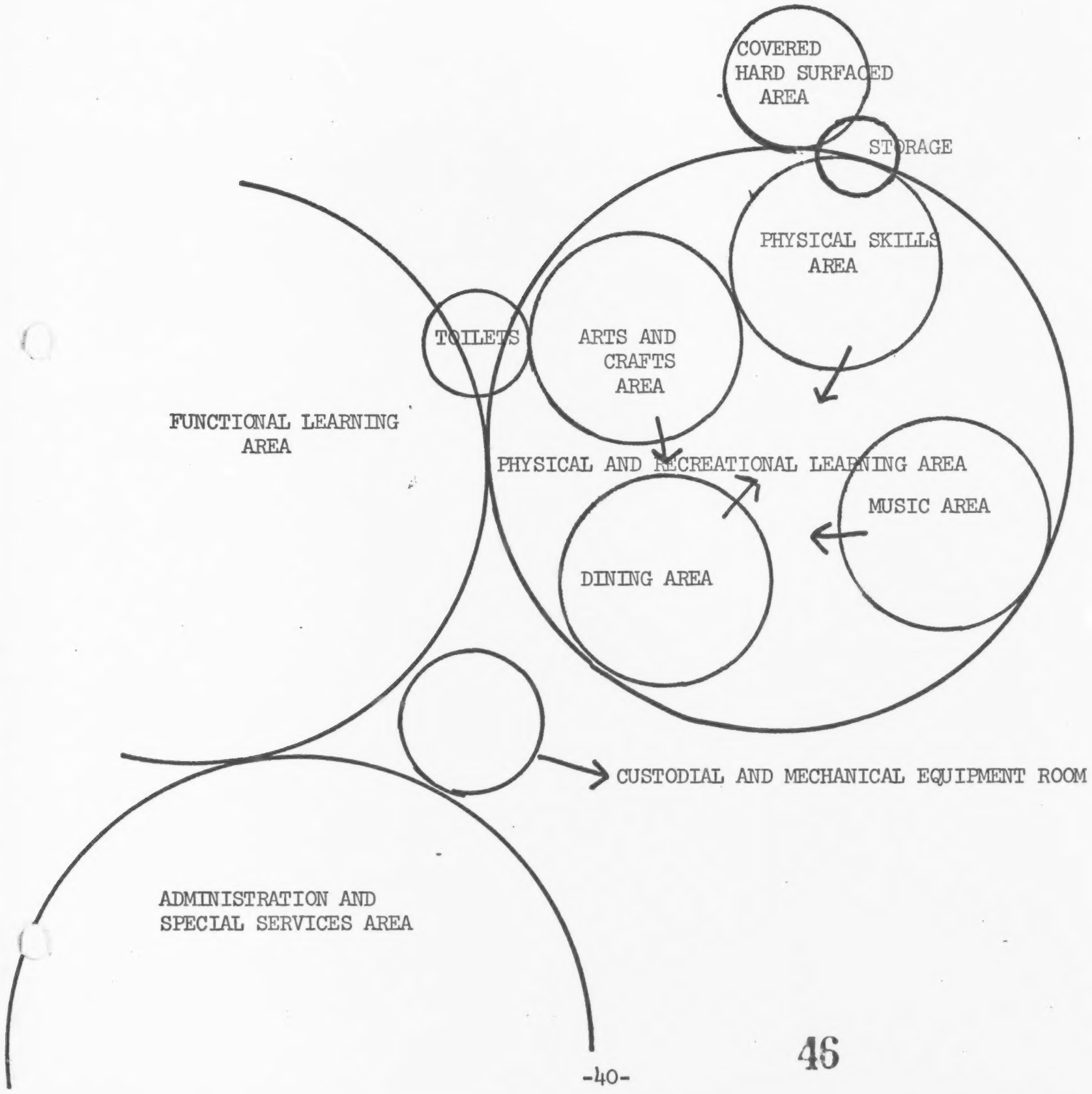
Eight Double Easels

Two Portable Counter Top Storage Cabinets

One Portable Tote Tray Cabinet with Tote Trays

BUBBLE DIAGRAM

PHYSICAL AND RECREATIONAL LEARNING AREA



TOILETS

In addition to toilets outlined in other areas, boys and girls facilities should be provided with access from the Functional Learning Area and the Physical and Recreational Area. This total area should be approximately seventy-five (75) square feet.

SCHOOL LUNCH SERVICES

As has previously been stated, the lunch program will be provided by satellite services. These services will be from Opportunity Workshop cafeteria or Highlands Elementary School cafeteria.

CUSTODIAL AND MECHANICAL EQUIPMENT ROOM

This area should incorporate approximately two hundred (200) square feet. The location, to some extent, would be dependent upon the architect and the consideration he gives to the economic practicalness of the heating and cooling equipment. However, consideration should be given to locating this area adjacent to the Functional Learning Area and the Physical and Recreational Area. This would facilitate more ease of movement of equipment between areas.

SPECIAL CONSIDERATIONS

1. There should be an outside double door to facilitate large equipment storage and mobility.
2. Storage cabinets with locks should be provided for cleaning compounds.
3. A sink with a heavy duty drain should be installed.
4. A small bulletin board should be provided in this area for messages.

EQUIPMENT

mop bucket and mops

brooms

custodial service cart

commercial type vacuum cleaner

carpet shampooer

electric lawn mower

garden tools

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